Imagine Schools at West Melbourne implemented distance learning (remote learning) was implemented daily through google meets. Teachers would provide instructional support and small group intervention support throughout the day (8:30am-3:00pm) for the students. We had teachers that were teaching from home but we also provided mobile hotspots for scholars that did not have internet.

We were able to support scholars with ipads for younger scholars. Our younger scholars do not test well on paper so the ipads work much better.

With the use of the grant funds, we were able to provide all of our students the option of learning and were able to provide each student that selected this modality with a device to utilize. We were able to maintain highs levier and exceeded our learning gain goal for the year.
District | School Name | Allocation | Expenditures | From April 1, 2021 through July 1, 2021, were students ever allowed to engage in remote (in-person/remote) learning? | Enrollment (October 1, 2020) | In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021. | From April 1, 2021 through July 1, 2021, on average, how many days per hour do teachers engage in remote or hybrid (in-person/remote) learning? | From April 1, 2021 through July 1, 2021, on average, how many days per hour do students engage in remote or hybrid (in-person/remote) learning? | Please provide information that shows how the school overcame challenges with remote learning during the current period. | Third grade reading proficiency

Broward | Odyssey Charter School | $151,560.00 | $145,572.46 | 300 students | 365 | Odyssey learning at home was an innovative program designed for families who want to limit exposure of their children to COVID-19. Based upon guidance from FGCUE, students in this program used the same curriculum as students in the traditional program and were expected to complete the same amount of work. Students that attended school remotely following a standard school schedule with daily interactions between students and teachers. Parental support and supervision was required for students enrolled in Odyssey learning to ensure they are successful. Teachers taught hybrid classes as students returned to school where some students were online while others were in class face-to-face. Lots of training was provided to support teachers in this process, as well as the use of the CAVAAS system to help students at home access all curricular and instructional resources. Computers and hot spots were provided to students needing them. Based on guidance from FGDOE, students in both the traditional and Odyssey learning models were instructed using the same curriculum. Students in both models were expected to complete the same amount of work. | 7-8 hours | 7-8 hours | Providing hotspots and computers to students being served remotely, along with providing training and support to families and teachers to work through remote learning and providing the CAVAAS Learning platform to help students at home access to school curriculum and instruction resources, allowed for most students to receive the best alternative to not attending school face-to-face. | 76

Broward | Odyssey Preparatory Charter Academy | $73,640.00 | $70,362.44 | 114 | 415 | Two different versions of e-learning were completed: 1) 4-6 were done on a one-to-one basis to provide instruction since the number of students was still high enough to not have to do a hybrid model. 2) 5th-6th grade were hybrid models based on students coming back into the brick and mortar environment. Certified teacher taught students in the classroom and also online simultaneously. | 8 hours | 6.75 | Students were able to receive technology which they would not have been able to have access to without the grant. Also, teachers were able to gain access to technology and instructional tools that were essential to everything lessons and instruction. | 60

Broward | Royal Palm Charter School | $37,240.00 | $37,239.96 | 34 | 320 | Teachers taught a hybrid model by teaching all students the same regardless of onsite/in-person. Students at home attended through Zoom links and accessed material electronically or picked up materials at the beginning of the week. | 7 | 7 | All students had access to technology, either personal or borrowed from the school. Communication between home and school was critical for those students learning at home. | 58

Broward | Palm Bay Academy | $184,410.00 | - | - 326 | 340 | PAA continues with our online learning options for all our students so we can maintain the level of instruction our students are used to receiving, whether the student [s] are two to four or five or online. We have a wide range of programs (in certain times) for 2-4 day, brick and mortar students join online with the e-learners and the entire class is taught virtually. Students were supervised since we had to change our instructional tools that were quarantined forcing everyone in those classrooms to become full-time online learners. Since teachers were fully prepared to teach 100% of their lesson plans online, students have not been interrupted. | Virtual learning is conducted all day. All of our teachers have either a blended classroom (both e-learners and face to face) or are strictly online. We had 2 additional online classrooms recently due to COVID-19 quarantines. | All our learners are online for the entire school day. In school learners experience virtual learning also, at least once a day for an entire lesson if not more. | We had a budget for Professional development in order to maximize our online capabilities. Since we have not received approval of that amendment as of this time, our teachers had to use their personal equipment along with Google Classroom in order to successfully teach a blended or completely online classroom. We did have hot spots and service which enabled us to assist those that needed Internet. Online students were brought into the school for person to person assessments so we could make sure assessment data was accurate. | 33

Broward | Alpha International | $70,305.00 | - | - 62 | 68 | Students who elected remote participation was in live instruction. Each student was assigned a computer which they used to participate in live instruction. Some teachers used Zoom or Microsoft Teams. | 330 minutes | 330 minutes | The challenges were enormous. COVID-19 Quarantine Computer Wi-Fi access: the new norm. Students had to learn a new way to learn, teachers learned a new way to teach and parents were more engaged in their child’s education. The ability for every student to be admitted to a computer and have access will solved the problem of having the ability to be participate in remote learning. The school developed a dissertation plan that was very well executed. The issue was IT issues, AIT company had to be rescheduled to address all IT problems. The school had to upgrade it’s technology infrastructure when students returned. Having extra computers is essential due to computer problems. Technology workshops on new software and new programs helped staff implement a robust education both for in-person and remote students. Each student having a computer was essential when students had to be quarantined according to CDC guidelines. Students were still able to be receive daily instruction while home on quarantine. Teachers who were home on quarantine were still able teach their class remotely also. | 4

Broward | Avant Garde Academy R8 | $158,610.00 | $158,285.94 | 939 | 948 | ADA was able to acquire student devices, carts for the devices and online platform and curriculum to support remote/hybrid learning needs. The school implemented Google Classroom as a way for teachers to deliver instruction and students to complete assignments on a daily basis online, rather than paper/pencil. | 6.5 | 6.5 | The school was able to provide each student with a device to use during the pandemic. This allowed students to attend class and complete assignments remotely where they did not have access to the proper technology. The curriculum that was purchased gave teachers and students access to assignments that could be completed and checked virtually. | 46

Broward | Avant Garde Academy of Broward | $183,201.00 | $145,948.50 | 923 | 933 | The school implemented remote/hybrid learning needs by providing a device to each student. This allowed for students to attend class and complete assignments virtually. The school also purchased a variety of platforms for students to complete assignments and assessments, as well as the Google Classroom which house teacher lessons and student work. | 6.5 | 6.5 | Providing all students with the proper technology removed a major barrier for remote and live students. The access to the device allowed students to attend class and complete assignments from home. | 83

Broward | Broward Math And Science Schools | $121,410.00 | $114,859.00 | 101 remote, 237 in-person | 321 | BMS provided two options to its community which one was (1) Opening the school doors and provide face-to-face instruction five days a week or (2) Make BMS Distance Learning Program available to follow the same pacing and curriculum from home five days a week. | 5.5 | 5.5 | CIF grant allowed us to buy sufficient number of Chromebooks to provide students who are remote learners. The grant helped us personalized device usage for on campus learners to minimize spread of possible viruses. It helped to provide laptops for each and every teacher. It also was a great help to accommodation needs during state tests. | 55
<table>
<thead>
<tr>
<th>District</th>
<th>School Name</th>
<th>Allocation</th>
<th>Expenditures</th>
<th>From April 1, 2021 through July 1, 2021, how many students were served through remote or hybrid (in-person/remote) learning?</th>
<th>Enrollment</th>
<th>FY2020 9.0/10.0</th>
<th>In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.</th>
<th>From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?</th>
<th>From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?</th>
<th>Please provide information that shows how the school overcame challenges with remote learning during the grant period.</th>
<th>Third-Grade LEAP Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broward</td>
<td>Central Charter School</td>
<td>$332,127.00</td>
<td>$301,701.00</td>
<td>1187</td>
<td>1192</td>
<td>Central Charter school provided remote/hybrid learning to students through Zoom, Canvas, and other online programs. Teachers simultaneously instructed on campus students and their remote students on Zoom using the devices provided by the remote learning grant.</td>
<td>6 hours per day</td>
<td>6 hours per day</td>
<td>Many of our students were unable to access devices for remote learning. The devices purchased through the grant provided access to remote instruction and instructional resources needed for academic success.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>Charter School of Excellence</td>
<td>$42,365.00</td>
<td>$38,154.10</td>
<td>54</td>
<td>235</td>
<td>The CSE’s Spring Reopening Plan outlines the action plans to continue progress monitoring and intervention plans for students within the innovative learning modality. Progress Monitoring was implemented and student data was collected and analyzed to complete a needs assessment. The results from the data reports allowed for the administration and teachers to collaborate on how to provide interventions for students who are falling behind in their academics. In the case a student was identified not making adequate progress within the innovative learning modality, a parent conference was arranged to discuss areas of concern and to create an action plan to help meet the students’ learning needs.</td>
<td>6.5 hours</td>
<td>6 hours</td>
<td>The school overcame challenges through the implementation of Professional Development and using Best Practices for Zoom. A Parent Survey was completed to conduct a needs assessment, to help identify any barriers that hindered students from achieving their learning goals through virtual learning. Parent conferences were arranged monthly to provide up-to-date information and resources. Students that were identified not making adequate progress were transitioned from virtual to face-to-face instruction.</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>Charter School of Excellence at Dade</td>
<td>$53,561.00</td>
<td>$48,811.20</td>
<td>71</td>
<td>286</td>
<td>The CSE’s Spring Reopening Plan outlines the action plan to continue progress monitoring and intervention plans for students within the innovative learning modality. A parent survey was organized to conduct a needs assessment. The results from the survey allowed the administration team to organize and distribute learning-based and Chromebooks and learning materials, aligned to our CSE’s Home Learning Plan. In the case a student was identified not making adequate progress, a parent conference was arranged to discuss areas of concern and to create an action plan to transition a student from virtual to face-to-face instruction.</td>
<td>6.5 hours</td>
<td>6 hours</td>
<td>The school worked collaboratively with all stakeholders to overcome challenges facing virtual learning process. The school has a team that assisted parents with troubleshooting software issues and the technology department, remotely serviced student Chromebooks as needed.</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>Eagles Nest Charter Academy</td>
<td>$269,944.00</td>
<td>$ -</td>
<td>150</td>
<td>346</td>
<td>The school utilized TEAMs and ZOOM to provide daily academic instruction for students who learned remotely. Teachers taught both in-person as well as virtual students simultaneously.</td>
<td>Teachers taught remotely for 4 hours each day Monday through Friday. Students engaged in virtual learning for 6.5 hours each day Monday through Friday.</td>
<td>Teachers provided technical assistance to students and parents in an effort to ensure they were able to log on and utilize the online platform. Administration provided parent training virtually and posted the trainings on the school’s website for reference. Students who were struggling academically and able to return physically to campus, transitioned back onsite.</td>
<td>26</td>
<td></td>
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</tr>
<tr>
<td>Broward</td>
<td>Eagles Nest Middle School</td>
<td>$60,301.00</td>
<td>$ -</td>
<td>54 hybrid learning</td>
<td>55</td>
<td>Teachers used Microsoft Teams, and Zoom to teach students face to face and online. On-line curriculums through NHM, IL, and Ready was used to remediate and enrich students.</td>
<td>7.5 hours</td>
<td>7.5 hours</td>
<td>Laptops and hotspots were provided to students who needed them. Textbook and online resources were given to all students. Struggling students were given individual sessions to assist with bridging gaps.</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>Everglade Charter School</td>
<td>$131,416.00</td>
<td>$ -</td>
<td>145</td>
<td>149</td>
<td>The school implemented remote/hybrid learning needs by using Microsoft teams and the classroom counselors as the readies for students and teachers to visually interact and interact with each other. Edgyedge was used as the supplemental online curriculum for students to participate in the online instruction.</td>
<td>10 hours</td>
<td>7</td>
<td>The school overcame challenges with remote learning during the grant period through frequent communication, parent training, and professional development. It was important to constantly communicate with parents and students to determine their needs and how we could quickly mitigate any issues. Tutoring was offered in lab to assist students who needed extra assistance, and instruction was available after hours for students whose parents worked during normal school hours. The after hours instruction and helpdesk was instrumental in overcoming challenges.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>Imagine Charter School at North Lauderdale Elementary</td>
<td>$53,570.00</td>
<td>$43,016.61</td>
<td>275</td>
<td>461</td>
<td>Imagine Schools offered classes for all subject areas including Reading, Math, Science, Social Studies, and an enrichment program via google classroom and live video sessions.</td>
<td>6.5 hours</td>
<td>6.5 hours</td>
<td>Teachers were trained on virtual programs, opened a internet cafe to aide parents with technology, and offered free tutoring services for students.</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>Innovation Charter School</td>
<td>$51,450.00</td>
<td>$ -</td>
<td>Average of 87 students monthly participating in remote learning</td>
<td>435</td>
<td>From April 3 to July 1, students participating in remote learning (either full time or students quarantined due to COVID-19) were provided with chromebooks and logged in daily (M-F) following a regular school schedule with instructions delivered by their classroom teacher.</td>
<td>7</td>
<td>7</td>
<td>Through technology (chromebooks and software), students were able to participate in remote learning with direct teacher instruction. Students were able to receive quality whole group instruction through the digital platform as well as small group or individualized instruction to meet their learning needs.</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>International School of Broward</td>
<td>$79,115.00</td>
<td>$26,795.88</td>
<td>86 students were served through remote or hybrid learning.</td>
<td>80</td>
<td>All students are given laptop computers, textbooks and other support materials to assist with their learning needs.</td>
<td>Teachers engaged in 6 hours of remote/hybrid learning per day. Students engaged in 6 hours of remote/hybrid learning per day.</td>
<td>Teachers engaged in 6 hours of remote/hybrid learning per day. Students engaged in 6 hours of remote/hybrid learning per day.</td>
<td>The school overcame challenges by being able to provide all students with the necessary resources for each student as well as necessary and available for all teachers.</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>New Life Charter Academy</td>
<td>$127,565.00</td>
<td>$ -</td>
<td>143</td>
<td>143</td>
<td>The instruction was administered to remote face to face to face learners by using Google Classroom and Zoom. Zoom was the media to conduct video conferences with students. Google Classroom was the host for the instructional content. Teachers had to navigate between the two platforms to ensure that effective instruction.</td>
<td>7.5 hours</td>
<td>7.5 hours</td>
<td>The school bonded parents with communication about the importance of attending school. In addition, remote learners were allowed to participate in fun interactive educational activities. The school employed the services of a social worker to assist with the challenges and social emotional learning needs of the students. The social worker played an instrumental role in lessening behavioral and trauma trends within our school.</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>Paracase Prep Charter School</td>
<td>$82,079.00</td>
<td>$ -</td>
<td>87 hybrid learning</td>
<td>88</td>
<td>Teachers used Microsoft Teams, and Zoom to teach students face to face and online. On-line curriculums through NHM, IL, and Ready was used to remediate and enrich students.</td>
<td>7.5 hours</td>
<td>7.5 hours</td>
<td>Laptops and hotspots were provided to students who needed them. Textbook and online resources were given to all students. Struggling students were given individual sessions to assist with bridging gaps.</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>Paragon Academy of Technology</td>
<td>$15,700.00</td>
<td>$8,500.00</td>
<td>73</td>
<td>133</td>
<td>Used zoom and laptops</td>
<td>7</td>
<td>7</td>
<td>Ordered additional laptops and utilized school-provided hotspots for those without internet access</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Broward</td>
<td>RISE Academy School of Science &amp; Technology</td>
<td>$121,010.00</td>
<td>$103,248.43</td>
<td>326</td>
<td>351</td>
<td>Approximately 20% of the student population received on-site instruction. All teachers impacted for on-site teaching. Teachers were engaged in remote and onsite learning for 6 hours per day. Students are engaged in online site learning for 6 hours per day.</td>
<td>Teachers were engaged in remote and onsite learning for 6 hours per day. Students are engaged in online site learning for 6 hours per day.</td>
<td>Students are engaged on all given laptop and all curriculum materials to learn remotely. Some students were given pack hotspots for high speed internet if they needed it.</td>
<td>53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
District School Name Allocation Expenditures From April 1, 2021 through July 31, 2021, how many students were or are served through remote or hybrid (in-person/remote) learning? Enrollment [October 2020] (FT2) In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 31, 2021. From April 1, 2021 through July 31, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning? From April 1, 2021 through July 31, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning? Please provide information that shows how the school overcame challenges with remote learning during the grant period. Third-grade LEAP Percent Proficient

**Broward**

**Somerset Academy Village** $110,054.00 $ - 150 228 During the distance range we implemented our remote/hybrid learning model utilizing the Classroom of the Future we had established in each room. With the use of multiple flat screen TVs, tracking cameras, microphones, and laptops students who were not physically in class were able to still feel as if they were there with their classmates.

7.5 hours daily. 7.5 hours daily

**Broward Academy Charter Middle School** $304,013.00 $ - 50 159 During the distance range we implemented our remote/hybrid learning utilizing the Classroom of the Future we had established in each room. With the use of a laptop, multiple flat screen TVs, tracking cameras, microphones, and laptops students who were not physically in class were able to still feel as if they were there with their classmates.

7.5 hours daily 7.5 hours daily

**Broward Somerset Preparatory Academy Charter School at North Lauderdale** $175,010.00 $ - 250 736 Our school continued to support our student and their families through the distance learning experience because we had the technology for our families. We continued with the following system that students had access to intervene in the event their current device is experiencing technical issues. Our school was able to provide remote access support via our student liaison representative, software and password-related issues. These services can be requested via email or with an in-person phone call. Our priority was to ensure that our students access their education.

7 hours 7 hours

**Broward**

**South Broward Montessori Charter School** $6,018.00 $ 1,567.50 30 158 Students continue to receive instructions on Google classroom and online platforms for teacher instruction. Students were also given choices to return to the school for 1 to 2 face-to-face and face-to-face interventions.

3 to 5 hours 5 hours

School implemented a home visit schedule with our home and classroom administrative meetings for students who are not making adequate progress.

**Broward**

**Sundial High of North Broward** $67,840.00 $ 51,069.13 300 319 Students continue to receive instructions on Google classroom and online platforms for teacher instruction. Students were also given choices to return to the school for 1 to 2 face-to-face interventions.

**Broward**

**Sunshine Elementary Charter School** $34,500.00 $ 14,750.00 74 277 Zoom and laptops. Teachers taught both face-to-face and Zoom students.

6 6 Purchased additional laptops and utilized school purchased hotspot for those without internet access.

**Collier**

**Immokalee Community School** $39,801.00 $ 26,533.35 We had approximately 20 students serving through remote learning from April to July.

244 The school implemented remote/hybrid learning by assuming live video stream for students who could not attend campus. This was done Monday through Friday from 8:30 a.m. to 3:30 p.m. for all students needed additional support on homework or any assignments, we provided after school tutoring for those students online. After school tutoring was from 3:30 p.m. to 6:30 p.m.

On-average, our teachers spent 7 hours in person/remote learning for 7 hours Monday through Friday. On-average, our scholars spent 7 hours in person/remote learning.

Our school overcame challenges with remote learning during this school year in many ways. We were able to provide a device for every student on our campus, we were able to provide hot spots for those who needed the connection at home and we were able to keep students engaged in learning with live teaching! Our teachers were able to overcome many challenges with the hybrid model and our faculty and staff were united for student success.

**Dade**

**Academy Charter School Middle** $105,050.00 $ 70,263.50 108 327 Live action cameras with bell to bell instruction using the Google Meet Education Suite.

8 6.5 Practicing and professional development, troubleshooting, computer purchases, remote live action cameras, television-monitors, television stands, lending devices, digital curriculum, regular bell to bell instruction

**Dade**

**Academy Charter School Preparatory** $294,077.00 $ 262,450.00 300 569 Live action cameras with bell to bell instruction for the entire school day.

8 7 increased IT support, purchases in IT infrastructure, computers, cameras, monitors

**Dade**

**Academy Preparatory Academy** $189,271.00 $ 146,715.43 130 436 live action cameras with bell to bell instruction using the Google Meet Education Suite.

25 6.5 Practicing and professional development, troubleshooting, computer purchases, remote live action cameras, television-monitors, television stands, lending devices, digital curriculum, regular bell to bell instruction. The many challenges we were overcome with the support of the DSE Program specialist; the ESOL teacher, and the principal as well as the IT Program who insured remote learning occurred seamlessly as possible.

**Dade**

**Academy for International Education Charter School** $201,234.00 $ 156,940.78 392 393 Resource student instruction through the hybrid/remote learning in the core areas of reading and math. Teachers monitored student progress and were in communication with parents and students on a regular basis.

7 1/2 7 1/2

**Dade**

**Alpha Charter of Excellence** $8,750.00 $ 8,750.00 The school had about 100 students that were in either remote or hybrid/remote model.

290 The school had two classes that were 100% online. The rest of the classes were hybrid model. The school was able to provide teachers with smart boards, technology and software (Class In, Class Dias, Ready monitoring and assessment system) allowing them to teach students at home. Google Classroom was also used as a platform for student engagement and for being able to access all of the resources, books, online activities, communication with parents and turn in assignments.

The average hours engaged for K-5: 5.5 hours. The average for 6th-8th grade engaged 7.5 hours.

The average hours engaged for 2nd, 3rd, and 4th engaged 7.5 hours.

The school was able to provide parents with devices for all their children attending Alpha Charter of Excellence.
Dade Academy of Excellence $1,349,631.00 $ - 49 44 Arts Academy has worked to closed achievement gaps throughout the COVID-19 pandemic by continuing to offer a full array of services, remotely and in-person based upon parental choice, to ensure that all students have access to fully synchronous instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are home, and students in foster care. The school will continue to open its brick and mortar school building, 5x days a week for students who plan to physically attend school subject to advice and orders of the Florida Department of Health.

7.5 7.5 The school has ensured that all learners, including those who may appear to be "missing" as a result of not participating in previous distance/learning or responding to teacher and counselor outreach during the time of school closing. Arts Academy will identify the psychological issues that students and staff will confront as the return to some form of school in Fall. The school will develop action plans for student services to be delivered to learners and their families in virtual contexts, such as tele-counseling and tele-health interventions. Arts Academy will support the needs of homeless and transient students, including students who may have entered in or to enter the system during the Fall.

Dade Beacon College Prep $2,251,646.00 $151,070.17 132 464 Our teachers all taught subjects that were hybrid (meaning they had in person students and students at home). We used technology purchased with CSP funds to get students connected to the internet, and to get them on Zoom for class. Over time, more students started to come to school physically, which made it easier to teach them.

7.1/2 7.1/2 Technology challenges such as links for sessions, connectivity and other items were solved as they came up and students still received the education they have a right to.

Dade Downtown Miami Charter School $479,271.00 $ - 195 582 The school implemented both mobile and flexible learning options for families during this time period. Through the use of the OWL camera systems, hotspots, devices and headsets provided through this grant, scholars were able to connect to and interact with their in-person scholars at all times.

7 hours 7 hours We overcome challenges during this time period as is evident through our literacy data evidence.

Dade Excelior Charter Academy $360,276.00 $149,900.00 161 students 410 From April 1st to 9th, teachers served remote students by connecting with them via zoom and students submitted the classroom homework assignments via Google Classroom.

7 hours 7 hours As a result of the grant, we were able to purchase classroom cameras and other technological devices that that allowed us to connect with remote students with ease.

Dade Excelior Language Academy of Holab $185,970.00 $70,350.00 100 in-person 100 remote 177 We utilized google classroom and zoom.

7.5 hours 7.5 hours Providing each child with their own iPad and having cameras is all the classrooms in order to transmit teachers conducting their lessons was very helpful in overcoming challenges while remote learning was occurring.

Dade Highly Inclusive & Versatile Education (HIVE) Preparatory School $117,600.00 $ - 313 840 We conducted a synchronous education program. Remote students attended the same classes and followed the same schedule as in-person students. Remote students utilized Blackboard Collaboration as the academic platform.

7 7 Provided devices and accessibility to students in need. Utilized Blackboard to maximize communication and provide organization. Diligently followed a communications protocol that frequently identified and addressed remote student’s needs.

Dade iMater Academy $1,312,641.00 $ - 682 695 The school provided technological devices to students who were learning remotely. In addition, the school implemented a classroom of the future where teachers were able to teach in person as well as providing instruction to students who were learning remotely from home via a live video tracking the teachers movements and providing the student the ability to participate as if they were on site.

7 hours 7 hours The school provided technological devices to students who were learning remotely. In addition, the school implemented a classroom of the future where teachers were able to teach in person as well as providing instruction to students who were learning remotely from home via a live video tracking the teachers movements and providing the student the ability to participate as if they were on site.

Dade iMater Academy Middle School $31,443.00 $31,239.50 831 848 Students were offered both online and physical instruction. Teachers simultaneously taught both groups.

6 hours 6 hours Students in need were lent laptops or tablets. Teachers used “Classroom of the Future” equipment to teach student both remote and live. (Cameras, large screen TVs, and microphones)

Dade iMater Academy East Charter High School $78,528.00 $76,611.80 113 123 1 The school implemented remote live instruction through synchronous learning with the use of our Classrooms of the Future that were made-up of interactive smart boards, auto tracking cameras, monitors, and microphones.

9 9 The school implemented single sign-on for third party educational and communication applications, parent/guardian and student portals, secured proctoring testing, and secure file sharing. Students logged in and attended class through a video conferencing platform where students were able to interact with both their teachers and classmates.

Dade iMater Academy East Middle School $86,372.00 $ - 133 163 The school implemented remote live instruction through synchronous learning with the use of our Classrooms of the Future that were made-up of interactive smart boards, auto tracking cameras, monitors, and microphones.

9 hours 9 hours The school implemented single sign-on for third party educational and communication applications, parent/guardian and student portals, secured proctoring testing, and secure file sharing. Students logged in and attended class through a video conferencing platform where students were able to interact with both their teachers and classmates.

Dade iMater Academy Of International Studies $163,108.00 $ - 490 499 Students who were learning from home and were struggling academically were invited back to brick and mortar. The others, whose parents chose to keep them at home, continued learning via the classroom of the future.

7 7 The school was able to overcome challenges by making sure that each student who needed it, received a device to access their instruction from home. The school also implemented the classroom of the future by purchasing clear touch panels and TV's that allowed the students at home to see and hear their teachers and the students in class as well.

Dade iMater International Academy $77,462.00 $ - 196 200 We implemented COTI that is equipped with technology to allow schools to teach students in the physical classroom and those attending from home, simultaneously. Teachers and students in the brick-and-mortar setting engage in two-way teaching, learning, and participation with students attending class remotely. The technology includes smart boards and a live feed screen display panels in the back and front of the classroom. Auto tracking cameras allow teachers to move around while students while students follow along at home. High definition microphones and audio augment at home experience. Students in class and those attending with BC are able to engage in live instruction. They can ask questions in real time and take part in discussions with the teacher and their classmates. The COTI leverages technology to move education forward.

7.5 hours 7.5 hours We had a list of support from COTEAG and the Educational Service Provider. 
<table>
<thead>
<tr>
<th>District</th>
<th>School Name</th>
<th>Allocation</th>
<th>Expenditures</th>
<th>From April 1, 2021 through July 1, 2021</th>
<th>From April 1, 2021 through July 1, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$ 51,326.00</td>
<td>$ -</td>
<td>203</td>
<td>204</td>
</tr>
<tr>
<td>Dade</td>
<td>Mater International Preparatory</td>
<td>$ 45,510.00</td>
<td>$ 45,510.00</td>
<td>170</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td>Miami Community Charter Elementary School</td>
<td>$ 67,200.00</td>
<td>$ 67,200.00</td>
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<td>244</td>
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<tr>
<td></td>
<td>Miami Community Charter High School</td>
<td>$ 67,200.00</td>
<td>$ 67,200.00</td>
<td>110</td>
<td>316</td>
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<tr>
<td></td>
<td>Miami Community Charter Middle School</td>
<td>$ 31,851.00</td>
<td>$ 3,238.35</td>
<td>12</td>
<td>904</td>
</tr>
<tr>
<td></td>
<td>Phoenix Academy Of Excellence</td>
<td>$ 197,088.00</td>
<td>$ -</td>
<td>916</td>
<td>916</td>
</tr>
<tr>
<td></td>
<td>Sports Leadership and Management (SLAM) Charter Middle School</td>
<td>$ 113,104.00</td>
<td>$ 105,018.50</td>
<td>301</td>
<td>304</td>
</tr>
<tr>
<td></td>
<td>Sports Leadership and Management (SLAM) Middle School - North Campus</td>
<td>$ 148,765.00</td>
<td>$ 52,053.00</td>
<td>370</td>
<td>279</td>
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<tr>
<td></td>
<td>Senior Leadership Academy</td>
<td>$ 111,333.00</td>
<td>$ 194,662.52</td>
<td>55</td>
<td>150</td>
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<tr>
<td></td>
<td>Theodore &amp; Thelma Gibson Charter School</td>
<td>$ 386,434.00</td>
<td>$ 386,434.00</td>
<td>883</td>
<td>883</td>
</tr>
<tr>
<td></td>
<td>Youth Co-Op Charter School</td>
<td>$ 158,640.00</td>
<td>$ 158,640.00</td>
<td>268</td>
<td>276</td>
</tr>
</tbody>
</table>

From April 1, 2021 through July 1, 2021, we provided all students with the same instructional opportunities regardless of their learning modality (physical or remote). As a school, we equipped all our classrooms with large screen televisions and state-of-the-art cameras to provide remote students with the same instructional experience as those students who were physically attending the school site. All students were equipped with a computer device which allowed them to access all the school’s telepresence and technological platforms. In addition, all necessary core and supplemental curricular were provided digitally to all students.

We provided information that shows how the school overcame challenges with remote learning during the spring period.

<table>
<thead>
<tr>
<th>Third grade proficiency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<tbody>
<tr>
<td>Code</td>
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</tr>
<tr>
<td>District</td>
<td>School Name</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Cade</td>
<td>Charter High School of the Americas</td>
</tr>
<tr>
<td>Cade</td>
<td>Lincoln-Marti Charter Schools (International Campus)</td>
</tr>
<tr>
<td>Cade</td>
<td>Lincoln-Marti Charter Schools (Little Havana Campus)</td>
</tr>
<tr>
<td>Duval</td>
<td>Kinder Club School Inc.</td>
</tr>
<tr>
<td>Duval</td>
<td>River City Science Academy</td>
</tr>
<tr>
<td>Duval</td>
<td>San Jose Prep</td>
</tr>
<tr>
<td>Duval</td>
<td>Somerset Academy Eagle Middle School</td>
</tr>
<tr>
<td>Duval</td>
<td>SDG (SOSC’s Outstanding Students) Academy School of Success Charter Middle #10</td>
</tr>
<tr>
<td>Duval</td>
<td>Tiger Academy</td>
</tr>
<tr>
<td>Duval</td>
<td>Waycross Academy</td>
</tr>
</tbody>
</table>
**District** | **School Name** | **Allocation** | **Expenditures** | From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/remote) learning? | **Enrollment (October 2020-21)** | **In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.** | **From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?** | **From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?** | **Please provide information that shows how the school overcame challenges with remote learning during the grant period.** | **Third grade ELA Percent Proficient**

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**Duval**  
Wayman Academy of the Arts | $ 79,900.00 | $ 78,259.24 | 30 | 209 | Each virtual student was provided technology devices to support remote learning. Teachers and subject area coaches provided strategic interest/instruction to virtual students, daily, through the use of Google Classroom. Small group sessions were held amongst students on the virtual platform as well to evaluate learning strengths, while continuing to locate academic gaps. Assignments were uploaded for students to complete and return for evaluation. Virtual students were given immediate feedback to accommodate additional support through a research, if needed. Weekly temperature checks were performed as well, to provide one-on-one academic support and to connect students with additional resources needed. 3 1/2 to 4 hours 3 1/2 to 4 hours 111,816.00 7,615.00

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**Escambia**  
New Road to Learning  
dba: Jacqueline Harris Preparatory Academy | $ 57,352.00 | $ 57,352.00 | 37 | 186 | During the April 2 through July 1, 2021, our school has been able to implement remote/hybrid learning needs for our students by allowing them to utilize the Chromebooks purchased with the grant funds to be able to connect with the Teacher via Google Classroom that were set up as well as the Teachers being able to connect with the MacBook’s purchased with the funds. Also being able to setup other online platforms for one-on-one assistance via the devices for their educational needs. On average, from April through May 2021, teachers were engaged in remote learning approximately 4 hours per day and June to July 1, 2021 an average of 4 hours per day. On average, from April through May 2021, students were engaged in remote learning approximately 4 hours per day and June to July 1, 2021 an average of 4 hours per day. 3 1/2 to 4 hours 3 1/2 to 4 hours 1,37 | 2021, 1, 37 2021 or FTE 345 186 18  

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**Franklin**  
Apalachicola Bay Charter School | $ 75,222.00 | $ 72,654.00 | 12 | 345 | Teachers continued to provide live instruction/lessons through ZOOM. Teachers provided time period for intervention and answer student questions. Some students attended school but requested to stay in a self contained classroom. Due to one devices were provided for students to watch daily lessons and interact with class. Students completed progress monitoring assessments online 3 times this year. Students were required to take state wide assessments face to face at school. 4-6 hours 4-6 hours 61

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**Gadsden**  
Crossroad Academy Charter School of Business | $ 81,655.00 | $ 77,195.53 | 500 | 561 | Our goal was to create a hybrid learning environment and to successfully achieve our goal, it was imperative that our classrooms were equipped with the right tools to provide clear and consistent connectivity and instruction with teachers and parents. We provided rigorous, high-quality instruction that was engaging and interactive by using the Seesaw tablet/Tempo Classroom to deliver asynchronous and synchronous instruction to keep our students engaged and connected. Remote learners were able to interact with their teachers peers synchronously with the Swift, iPad and Zoom. We also utilized Canvas, a robust learning management system, to provide synchronous and asynchronous learning. 8 8 54

---

**Hernando**  
Brooksville Engineering, Science, & Technology (B.E.S.T.) Academy LLC | $ 7,615.00 | $ - | 90 | - | Legacy continued the same model implemented in the Fall 2020, to keep remote learners engaged in learning. Learners attended school online during regular school hours and followed a standard school schedule. Support services were provided as appropriate; e.g., small group instruction, virtual one-on-one extended learning sessions and video conferencing. 6 6 67

---

**Hillsborough**  
Legacy Preparatory Academy | $ 111,816.00 | $ 109,636.95 | 85 | 212 | Legacy continued the same model implemented in the Fall 2020, to keep remote learners engaged in learning. Learners attended school online during regular school hours and followed a standard school schedule. Support services were provided as appropriate; e.g., small group instruction, virtual one-on-one extended learning sessions and video conferencing. 6 6 67

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**CISP Grant for Remote Learning Access due to COVID-19**  
**Quarterly Performance Report**  
**July 1, 2021**
Lake Hillsborough
New Schools $ 287,301.00 $ 260,622.28
Approximately, 160 hybrid students
468 We have a group of students per grade (from Kindergarten through 8th grade) who are e-learning. Some middle school classes are active hybrid. We predominantly use Zoom for live instruction. For asynchronous instruction, we utilize our learning management system, NSS-Connect. Some teachers use apps such as Class Dojo as well. All of our students use online resources such as Study Island, Middle School Math, Yahoo! to enrich learning and instruction. We’ve implemented an additional program: Study Hall to assist/support onsite and remote students between 3 and 4 pm Tuesdays, Wednesdays, and Fridays.

Elementary = 4-5hrs
Middle school = 6-7 hrs
6.5 hours - classes begin at 8:30 and end at 2:30. That’s 6.5 hours plus an hour of tutoring/Study Hall from 3-4pm. That means 7.5 for each school.

Hillsborough
RCMA W.R. Hancock Community Academy $ 31,722.00 $ 33,405.96
7 339 Our distance learners connected via Zoom to receive live simultaneous instruction along with their in-person peers. Typically a teacher aide was in charge of the Zoom. For middle school, the scholars traveled from class to class via Zoom receiving the same type of simultaneous instruction from multiple teachers.

Hillsborough
The Collaboratory Preparatory Academy $ 46,799.00 $ 46,622.29
113 117 We provided an iPad and headphones (from our CSP dollars) to every student so they could access both live classes via Zoom and access our asynchronous online learning platform.

Hillsborough
Village of Excellence Academy $ 184,475.00 $ 85,075.07
16 230 Students had specific times to interact with teachers during the day. Other times were spent following online lesson plans.

Hillsborough
Village of Excellence Academy Middle School $ 76,550.00 $ 22,595.36
7 106 Students had specific times to interact with teachers during the day. Other times were spent following online lesson plans.

Hillsborough
Woodmont Charter School $ 578,051.00 $ 343,024.01
187 787 Students were offered an option of laptops, iPads, and hotspots to log into Zoom for instruction and submitting work through Schoolsos.

Lake Alake Academy $ 87,211.00 $ 82,455.70
105 185 Students choosing the remote learning option were provided with a chromebook and hotspot as needed. Students were expected to log into their school google classrooms, and zoom meetings on a daily basis and follow their regular schedule as if they were on campus. Reporting to the scheduled zoom room at the appropriate times for live attendance and instruction from the classroom teacher was required. Teachers simultaneously taught the in-person students and remote learners each class period. Any students making a change from remote learning to on campus instruction and vice versa had a seamless transition as the teacher and schedule remained the same regardless of which option was chosen.

Lake Mascotte Elementary School $ 60,595.00 $ 50,036.29
17 780 Mascotte Charter School implemented an Innovative Learning Plan to meet the learning needs of our students. The innovative Learning Plan offers two choices for remote learning, a complete online option with students attending remotely 5 days weekly and a hybrid option where students attend school on building twice a week and learn online 5 days weekly. School ended on June 4, 2021.

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District School Name Allocation Expenditures From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/remote) learning?
Enrollment (October 2020 - IFY)
The area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.
From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning? How many hours per day do students engage in remote or hybrid (in-person/remote) learning?
Please provide information that shows how the school overcame challenges with remote learning during the grant period.
Third grade LA Proficient Percent
<table>
<thead>
<tr>
<th>District</th>
<th>School Name</th>
<th>Allocation</th>
<th>Enrollments</th>
<th>From April 1, 2021 through July 2, 2021</th>
<th>During this period, all students had returned to traditional, brick and mortar schooling. Students who were enrolled in remote instruction and had e-learning with LPS devices who did not log in or log off and were not communicating with their teacher.</th>
<th>Third-grade LEAP Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake</td>
<td>Spring Creek Charter School</td>
<td>$76,054.00</td>
<td>76,038,16</td>
<td>0 554</td>
<td>During the grant period between 2021 and 2021, the school implemented remote learning for all students. During the grant period, all students had returned to traditional, brick and mortar schooling. Students who were enrolled in remote instruction and had e-learning with LPS devices who did not log in or log off and were not communicating with their teacher.</td>
<td>$65,252.00</td>
</tr>
<tr>
<td>Lake</td>
<td>Jane Howard Elementary</td>
<td>$133,500.00</td>
<td>107,947.00</td>
<td>38 365</td>
<td>Please provide information that shows how the school overcome challenges with remote learning during the grant period.</td>
<td>$62,699.34</td>
</tr>
<tr>
<td>Lake</td>
<td>Polk Avenue Elementary</td>
<td>$91,150.00</td>
<td>66,631,70</td>
<td>76 537</td>
<td>We worked with our families to ensure continuous learning. We continued to offer our families flexible options for remote learning. During the COVID-19 pandemic, we continued to offer options for remote learning.</td>
<td>$79,962.00</td>
</tr>
<tr>
<td>Lee</td>
<td>City of Palms Charter High School</td>
<td>114,748.00</td>
<td>113,819.96</td>
<td>95 82</td>
<td>We worked with our families to ensure continuous learning. We continued to offer options for remote learning. During the COVID-19 pandemic, we continued to offer options for remote learning.</td>
<td>$76,142.00</td>
</tr>
<tr>
<td>Lee</td>
<td>Oak Creek Charter School</td>
<td>99,618.00</td>
<td>58,400.39</td>
<td>75 480</td>
<td>We worked with our families to ensure continuous learning. We continued to offer options for remote learning. During the COVID-19 pandemic, we continued to offer options for remote learning.</td>
<td>$84,052.00</td>
</tr>
<tr>
<td>Lake</td>
<td>Tidballus School of Science</td>
<td>267,586.29</td>
<td>267,861.29</td>
<td>555 955</td>
<td>We worked with our families to ensure continuous learning. We continued to offer options for remote learning. During the COVID-19 pandemic, we continued to offer options for remote learning.</td>
<td>$212,345.00</td>
</tr>
<tr>
<td>Marion</td>
<td>Ossis Middle School</td>
<td>62,322.00</td>
<td>- 51 students &amp; 49 in-person students</td>
<td>102 102</td>
<td>We worked with our families to ensure continuous learning. We continued to offer options for remote learning. During the COVID-19 pandemic, we continued to offer options for remote learning.</td>
<td>$55,345.00</td>
</tr>
<tr>
<td>Marion</td>
<td>Tidballus School of Science</td>
<td>267,586.29</td>
<td>267,861.29</td>
<td>555 955</td>
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<td>$212,345.00</td>
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</tbody>
</table>

*Note: LEAP scores are not available for this year due to the COVID-19 pandemic.*
Osceola

McIntosh Area School $34,307.00 7 2021 49 72,429,600

Teachers provided virtual lessons using Google Meets to our students who were learning remotely.

From April 1, 2021 through July 1, 2021, an average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?

Third grade ESP Proficient

Marion

Okeechobee Charter Middle School $80,615.00 196 155 6.5 7

Teachers conducted blended/hybrid teaching models throughout the day for all subject areas.

Students learning remotely were engaged approximately 6 hours a day.

Okeechobee

Innovations middle charter school $173,131.00 129,929.70 104 177 6.5 6.5

Parents and students were consistently contacted via text, email, phone calls and zoom calendar sessions.

The grant allowed the school to be able to purchase technology to overcome the challenges of technology being a barrier to online education, additionally it provided the funding for PPE materials for the school to thoroughly and properly purify the campus prior, and during the return of pupils, parents and professionals

Orange

Legends Academy $119,189.00 110,180.00 103 311 6.5 6.5

We continued to use our google platform implemented spring, 2020. The remote/hybrid students followed the same schedule and received the same instructional learning as face to face students.

0.5

Orange

Locus and Entha Neon Academy Charter $127,766.00 - Approximately 130 103 6.5

The school made teachers and technology available to kids at home and at campus in a secure and sanitized manner consistent with safety protocols that aligned with CDC guidelines

Orange

Workforce Advantage Academy $57,129.00 - - 204 6.5

Woeas

New Dimensions High School $88,651.00 87,528.32 467 total students (125 face to face/342 remotely) 461

Students who chose remote learning were on a hybrid mode, where the student would log in when the teacher was teaching live, so they would participate in the class, even though they were not in the classroom.

Okeechobee

Main Street High School $52,631.00 - - 225 6.5

Okeechobee

VICTORY CHARTER SCHOOL $310,512.00 206,075.90 625 6.5

Palmet-Ban

Academy for Positive Learning $52,433.00 49,059.43 83 90 6.5

Using the purchased portables and tablets and key pads we were able to have the students use our TEAM platform to make sure that students were present in the remote/hybrid learning. The students also had access to the curriculum on line while the teachers were teaching and were able to write in their on line books. This gave the teachers feedback especially the ones who needed extra help or needed tutoring on one on one whether through Teams or in person.

Okeechobee

Bellevue Academy Inc $58,602.00 53,808.70 64 107

Rolecoast

Bright Futures Academy $107,300.00 22,957.91 61 197 4.5

Remote students were provided with a Chromebook computer for home connectivity.

Providing students with access to computers, offered tutoring when students fell behind and provided direct instruction during each class period with time for teachers to help students learn the content within their instructional periods.

Due to being able to provide all remote students with access to Chromebook and assurance with securing WiFi connections, less student learning and achievement were mitigated. Teachers received ongoing professional development best practices relevant to virtual instruction.

"
Palm Beach Connections Education Center of the Palm Beaches $4,582.00 $18,756.75 25 77 Connections Education Center implemented a very comprehensive and robust digital platform in the fall of 2020. For the fall, the goal was to be able to provide a learning situation that mirrors, as closely as possible, the block and mentor experience. Activities for social/emotional learning are provided as well as access to mental health and behavioral health services. Connections Education Center’s Instructional Continuity Plan is extremely robust. An A/E Center school, all students have a primary eligibility of ADD, D/D, or O/D. All students have an Individual Education Program (IEP) and our distance learning plan addresses instruction and therapy to meet each of the student’s E/S goals. Upon reinstated in-person instruction in September, Connections offers live (synchronous) sessions/day addressing the following areas: E/A, Math, Therapy Services, Health and Wellness, Social and Emotional.

Palm Beach Esthillence Charter School $64,360.00 $64,260.00 10-15 69 Students were given access to the TEAMS platform for remote learning. Classes were scheduled synchronously and recorded for students who required asynchronous options. Assignments were all digital and due dates were given weekly with options to make up missed work. Teachers held office hours and offered small group and 1:1 assistance as needed.

Palm Beach Florida Futures Academy Charter High $27,050.00 $27,050.00 100 135 Instructional staff utilized face-to-face instructions, telephone calls, texts, emails, and Zoom calls. were used in all attempts to reach our students.

Palm Beach Golden- goodell Transition to Life Academy $49,000.00 $47,876.28 66 70% of students participated in remote learning while 20% of students participated in-person utilizing technology.

Palm Beach Intell Grow Community High School $581,340.00 $523,340.25 792 796 We utilized Google Meet and Google Classroom to our students remotely and in person. Our teachers were instructing students in person and remotely by utilizing researched based instructional strategies.

Palm Beach Palm Beach Maritime Academy $316,894.00 $300,612.87 880 866 Teachers taught classes to in-person students while interactively live streaming to remote students.

Palm Beach Palm Beach Maritime Academy High School $64,604.00 $57,213.15 135 209 Teachers taught in classrooms with students and interactively live streaming via Google classroom to students remotely.

Palm Beach Somerset Academy Lakes Charter School $139,230.00 $ - 337 337 We installed tracking cameras, microphones, secondary monitors, and a 3 to 1 technology ratio of laptops to all students. This allowed staff to instruct simultaneously students in the building and at home with a sense of ease. It also gave students at home and in the building an opportunity to participate and communicate on class equally. 6 to 7 hours 6 to 7 hours Staff and students were properly equipped with technology to create a meaningful learning environment.

Palm Beach Trouvailles L’ouverte High School $46,536.00 $46,536.00 38 42 Live implemented remote learning through the Zoom platform and through the use of the platforms throughout the year. 3 Live implemented remote learning by providing students the training they required to use the technology necessary to facilitate virtual learning. These skills have been an integral part of their educational experience this school year. Because of these skills many of these students now own technology that they would currently be using for their homework.

Palm Beach University Preparatory Academy $190,109.00 $171,203.79 340 348 Using some technology cameras, displays, etc. 6.5 6.5 Using technology purchased through the grant.

Palm Beach Seagull Academy for Independent Living $37,499.00 $31,706.30 38 38

Paso Athenian Academy of Technology and the Arts $102,245.00 $101,576.00 0 366 With covid cases dropping in Pasco County, we returned to 100% traditional learning.

CSP Grant for Remote Learning Access due to COVID-19 Quarterly Progress Report July 1, 2021

District School Name Allocation Expenditures From April 1, 2021 through July 1, 2021, how many students were or are served remotely per hybrid (in-person/remote) learning? Enrollment (October 2020) In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.

From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote/hybrid (in-person/remote) learning? From April 1, 2021 through July 1, 2021, on average, how many hours per day do students participate in remote/hybrid (in-person/remote) learning? Please provide information that shows how the school overcame challenges with remote learning during the grant period. Third grade LEAP Proficient
Our students were online full-time and some were blended (in-school part-time and at-home part-time) 270

The Compass grant was used to duplicate all curriculum available in the brick and mortar setting, to the virtual setting. Additionally, iPads were provided to students who lacked devices at home to do coursework.

Teachers used Zoom, Microsoft Teams, Google Hangouts, and Google Meet to teach lessons in small groups, while teaching in-person using Direct Instruction Groups.

Five (5) teachers engaged in 8 hours minimum per day (combination of in-person/remote).

With two (2) sessions per day, (5) days per week, students engaged in-person/remote learning for a total of 16 hours minimum per day, 5 days a week.

The school remained consistent with its communication processes in sending daily messages to students who were absent on particular days. The school fully used its monitoring program, where every teacher and staff member in the building was assigned a mentor to connect with. Here, the reasons were answered for students who disengaged, and it was due to a lack of wifi at home and/or access to technology, where the school provided tablets and a wifi box, so students can re-engage with the teachers. For students who wasn’t meeting adequate progress, phone calls and letters were sent home to parents and guardians inviting them back into the building to return to in-person learning. Others who requested remain in remote learning were assigned set times during the day to connect with teachers for individual lessons via Zoom, Google Hangouts, Microsoft, and Meet. Teams.

The biggest challenges in implementing remote learning for Compass Middle Charter School were providing devices for students and implementing curriculum to meet the diverse needs and also motivate our at-risk student population. Through grant funds we were able to provide a device for each student. We were also able to utilize Eduplay/learning curriculum that was created as a digital learning platform. We added class hours with google meets so that students could meet with teachers and ask questions and receive extra support throughout their remote learning experience. We also utilized the google classroom platform to add daily posts and schedules, as well as add personalized learning assignments. Google classroom and google meets were used to help motivate students by keeping in touch with daily.

Our Distance Learning teachers taught the same amount of time as their brick and mortar colleagues. Our philosophy was to keep the quality of education the same, whether face to face or remote setting.

Our schedule was Monday - Wednesday, 7 periods a day, each period 50 minutes. Thursdays and Fridays were blocked periods of 60 minutes each with an extended first period for additional instruction, based on students’ needs.

Students were expected to attend each class as stated above. The students received the same amount of instructional time as their brick and mortar colleagues. Monday - Wednesday, students followed a 7 period, 50-minute class, with one lunch in lunch time schedule.

Thursday and Fridays were block periods of 60 minutes each such an extended first period. Students were expected to use this time to attend any core academic class for additional remediation and/or extension as needed for a total of almost 8 hours a day.

Our teachers began to use double monitors in the classroom to address teaching both traditional and virtual students simultaneously.

Challenges during the remote learning period were overcome through use of hotspots (helpful for students with no internet access), Chromebooks (helpful for students with no home computer), and via a remote learning teacher who monitored and assisted remote learning students daily via Google Meet.

Our Virtual students completed the day by logging in to each class through Zoom. Students had to have their camera on and be active throughout the entire class to be considered present.

Our District Learning teachers taught the same amount of time as their brick and mortar colleagues. Our philosophy was to keep the quality of education the same, whether face to face or remote setting.

Our schedule was Monday - Wednesday, 7 periods a day, each period 50 minutes. Thursdays and Fridays were blocked periods of 60 minutes each with an extended first period for additional instruction, based on students’ needs.

Students were expected to attend each class as stated above. The students received the same amount of instructional time as their brick and mortar colleagues. Monday - Wednesday, students followed a 7 period, 50-minute class, with one lunch in lunch time schedule.

Thursday and Fridays were block periods of 60 minutes each such an extended first period. Students were expected to use this time to attend any core academic class for additional remediation and/or extension as needed for a total of almost 8 hours a day.
Putnam

Putnam Edge School

$101,600.00 $84,733.54 40 66 Students who are underperforming in innovative learning will be asked to return back to brick/ mortar. Additional support will be provided to a targeted group of students who were previously identified as having a reading deficiency and those who are in danger of retention. This program is designed to assist students who were already behind in reading proficiency and may have regressed in the Spring when students were instructed via distance learning. Targeted students will be invited to participate in a face-to-face intensive reading intervention program for Before and After the Bell instruction. Targeted Students will be invited to attend Summer Credit Recovery and Reading enrichment for intensive support. Khan Academy and Renaissance Learning: Students in grades 9 through 12 will utilize Khan Academy and Renaissance Learning and the data collected from this blended learning program will also be used for progress monitoring purposes. Students are given a Level Set Three times a year (Fall, Winter, Spring) and students can also show increase in Axis scale each month based on their performance in the program.

Sarasota

Sarasota Suncoast School for Innovative Studies

$137,500.00 $137,500.00 25 186 We continued with our learning model of providing learning both in person and remotely at the same time for any families who preferred to keep their children at home. If our students or staff needed to be quarantined we used technology to provide educational opportunities as well as to render services to our ESDL and ESE population. Every single hour of the school day from April 1, 2021 - June 30, 2021 was 7 hours per day - 6 pm daily.

UCP

UCP Downtown Charter School

$88,300.00 $84,130.24 15 students 177 UCP provided a "Flex Connect" innovative model which was: synchronous learning for the majority of learning activities where students engage directly with peers, teachers, and staff via live streaming, small group meetings, and one-to-one sessions. Some of the students were in a "Flex Connect" only class but the majority participated with their peers who were learning F2F using the technology solutions that were provided through the grant (i.e. laptops, tablets, etc.). 7 hours per day 7 hours per day Initial challenges included having enough technology for all students/staff and robust internet to provide remote services. Additional initial challenges were helping teachers/para learn strategies to successfully teach remotely and CIF. These challenges were significantly mitigated with the grand funding. Additional support/professional development was provided by our colleagues at UCP. On-going professional development community sessions between all of our schools helped our education staff support each other.

UCP

UCP Pine Hills Charter School

$88,000.00 $88,000.00 36 170 UCP provided a "Flex Connect" innovative model which was: synchronous learning for the majority of learning activities where students engage directly with peers, teachers, and staff via live streaming, small group meetings, and one-to-one sessions. Some of the students were in a "Flex Connect" only class but the majority participated with their peers who were learning F2F using the technology solutions that were provided through the grant (i.e. laptops, tablets, etc.). 7 hours per day 7 hours per day Initial challenges included having enough technology for all students/staff and robust internet to provide remote services. Additional initial challenges were helping teachers/para learn strategies to successfully teach remotely and CIF. These challenges were significantly mitigated with the grand funding. Additional support/professional development was provided by our colleagues at UCP. On-going professional development community sessions between all of our schools helped our education staff support each other.

UCP

UCP West Orange

$84,900.00 $81,476.00 22 167 UCP provided a "Flex Connect" innovative model which was: synchronous learning for the majority of learning activities where students engage directly with peers, teachers, and staff via live streaming, small group meetings, and one-to-one sessions. Some of the students were in a "Flex Connect" only class but the majority participated with their peers who were learning F2F using the technology solutions that were provided through the grant (i.e. laptops, tablets, etc.). 7 hours per day 7 hours per day Initial challenges included having enough technology for all students/staff and robust internet to provide remote services. Additional initial challenges were helping teachers/para learn strategies to successfully teach remotely and CIF. These challenges were significantly mitigated with the grand funding. Additional support/professional development was provided by our colleagues at UCP. On-going professional development community sessions between all of our schools helped our education staff support each other.

Valdosta

Richard Milburn Academy

$14,500.00 $14,497.65 325 283 We implemented remote/hybrid learning through Zoom and Edgenuity platforms. Approximately 3 hours a day. Approximately 3-5 hours a day.

Valdosta

The Nile Academy

$16,900,940.00 $10,612,629.85 150 We required students who did not perform well through remote to return to the classroom and through tutoring services. Please provide information that shows how the school overcame challenges with remote learning during the grant period. Third grade ELA Percent Proficient